

The College Board Review

Board Votes to Abandon "Choice Rule"

In this issue

- 153 Board votes to drop "Choice Rule"
- 153 May 21 acceptance date
- 154 Board joins American Council
- 154 Fiftieth anniversary celebration
- 155 New colleges, officers
- 155 College Transfer Test
- 155 Examination dates for 1951-52
- 156 *New Bulletin* and application
- 156 Improved *College Handbook*
- 156 New data in 49th *Annual Report*
- 157 Studies of SAT, Composition Test
- 157 Science tests to be studied
- 158 Fee up for late, extra reports
- 158 Regional meetings to be held
- 158 Bacon to visit coast schools
- 159 **CEEB—THE FIRST FIFTY YEARS**
- 162 **ETS—THE FIRST THREE YEARS**
- 165 **THE FUTURE OF THE BOARD**
- 168 Publications available
- 168 Dates, tests, fees: 1950-51

May 21 to be acceptance date

May 21, 1951, will be the "uniform acceptance date" for this academic year.

The College Board will circularize its members and publish the agreement and a list of subscribing colleges in the next issue of the *Review*.

College preference information will not be asked for or reported

The College Entrance Examination Board celebrated its fiftieth anniversary by entirely eliminating the college-choice rule, which it struggled with for the last ten of its fifty years.

Candidates for examination must still list the colleges they wish the Board to mail scores to, but the score reports will give no indication of the number of reports requested, the names of the other colleges, or any preference information. Only the candidate's scores will be reported.

Considered a marked liberalization of policy when first introduced in 1940, the choice rule, which permitted sending reports to three colleges listed by the candidate in order of choice, became troublesome almost at once. The post-war pressure for admission to college brought with it multiple applications and manifold rejections. At the same time that admissions officers found the rule useful for determining which applicants might be expected to register, candidates and schools blamed it for causing unwarranted rejections.

In 1948 the rule was revised in the hope

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Director Frank H. Bowles

Secretary William C. Fels

of retaining its usefulness to admissions officers while removing the features objectionable to candidates. The revised rule permitted a whole gamut of preferences and lack of preferences. The best that can be said for it is that it proved less unsatisfactory. It was difficult and expensive to administer. It slowed up the reporting of scores. And it had loopholes.

At the Board's meeting last April a motion to entirely eliminate the rule was made and seconded, but tabled to give the members ample time to study the question. At the October meeting, the motion was lifted from the table and carried 96 to 21.

Like the rule itself, the absence of the rule is not expected to be an unmixed blessing. As advocates of the rule pointed out, some colleges, particularly the smaller residential colleges, will have difficulty operating without it. They may be forced to press applicants for early acceptances and to set up waiting lists.

Board joins American Council

The College Board has joined the American Council on Education. Mr. Frank H. Bowles, Director of the Board, announced that the Board will be a constituent member of the ACE.

Board celebrates fiftieth anniversary of its founding

Fifty years after it was brought into being by Professor, later President Nicholas Murray Butler of Columbia and President Charles W. Eliot of Harvard, the Board met in New York to celebrate the anniversary of its founding.

On October 24 and 25 four hundred representatives of schools and colleges gathered at meetings in the Biltmore Hotel and at dinner at the University Club.

The speakers at the dinner, at which Dr. Claude M. Fuess, headmaster emeritus of Andover, presided, were Dean Wilbur J. Bender of Harvard, Dr. Theodore W. Eames of Governor Dummer Academy, South Byfield, Mass., Dean John Krout of Columbia, and Mr. Eugene Youngert of Oak Park Township High School, Ill.

SPEAKERS AT CONFERENCE

President Katharine E. McBride of Bryn Mawr, chairman of the Board, spoke at the dinner and presided at the Fiftieth Anniversary Conference on Admission to American Colleges. At the conference, President Harold W. Stoke of Louisiana State University and Professor Francis L. Bacon of the University of California discussed "American Colleges and Schools, Continuity or Cross-Purposes?" President Charles W. Cole of Amherst and Headmaster John W. Hallowell of Western Reserve Academy spoke on "The Admissions Process, Barrier or Gate?" The proceedings of the conference will be published.

At the conference luncheon, Dr. George F. Zook, retiring president of the American Council on Education, discussed "Creeping Mobilization and College Admissions."

Examination dates for 1951-52

Examination dates for 1951-52 were voted at the Board's October meeting. The dates were chosen on the basis of a poll of college and secondary school administrators and teachers throughout the country. There was surprising agreement among colleges and schools, teachers and administrators. However, Frank D. Ashburn of Brooks School, North Andover, Mass., chairman of the committee which conducted the poll, reported that someone favored every week in the year but Christmas week.

1950-51	1951-52
December 2, 1950	December 1, 1951
January 13, 1951	January 12, 1952
March 10, 1951	March 15, 1952
May 19, 1951	May 17, 1952
August 15, 1951	August 13, 1952

Board admits ten new colleges, elects representatives, officers

Ten colleges and one secondary school association have been elected to membership in the College Entrance Examination Board. This brings the membership list to 125 colleges and 21 school associations. Colleges are entitled to one voting and one non-voting representative. School associations may have from one to five.

The new colleges and associations are:

Bard College	Kalamazoo College
Beaver College	Marymount College
Claremont Men's College	Regis College
Gettysburg College	University of Denver
Hobart and William Smith Colleges	Whittier College
California Association of Secondary School Administrators (one representative)	

In addition, Galen Jones of the U.S. Office of Education and John Hallowell of Western Reserve Academy were reelected representatives-at-large. Matthew Gaffney of New Trier Township High School and William J. Pressly of the McCallie School

were elected representatives-at-large in a move to increase regional representation.

Two former chairmen of the Board, Radcliffe Heermance of Princeton and Karl G. Miller of the University of Pennsylvania, and the retiring chairman of the executive committee, George W. Mullins of Barnard, were elected honorary representatives.

Provost Samuel T. Arnold of Brown University, vice-chairman of the Board, will complete Professor Mullins' unexpired term as chairman of the executive committee. Alan V. Heely of Lawrenceville, B. Alden Thresher of M.I.T., and Herbert Williams of Cornell were elected to the executive committee. Claude M. Fuess was reelected a Custodian.

College Transfer Test to be offered five times in 1950-51

The College Transfer Test will be offered five times in 1950-51 at the same centers and on the same dates as the regular College Board tests.

The new test, offered for the first time last year as the College Ability Test of the Intermediate Test series, is a high-level test of scholastic aptitude. Colleges use the test as a supplement to college records in considering the admission of transfer applicants. The name of the test was changed to avoid confusion with the SAT.

The Proficiency Tests will not be offered this year. A study of the use of the tests last year showed that while scores were reported to 282 colleges there were not enough candidates to warrant the expense of administration and of the preparation of new forms of the Proficiency Tests. The Board will continue to authorize experimental use of the tests.

Improved *College Handbook* planned for early 1951

Unless the defense situation causes sudden changes in college admissions requirements, the College Board will publish a new edition of its *Handbook* early in 1951.

The *College Handbook*, as this new edition will be called, will state the terms of admission to the 125 member colleges. The present introductory material will be eliminated. In its place will be several chapters of information for students and parents on such subjects as whether to go to college, how to choose a college, how to make application, how colleges choose their students, and what colleges expect of students.

The individual college statements will be written for the candidates. They will include descriptions of the colleges and such new information as freshman programs and scholarship aid.

New *Bulletin of Information* and application form issued

The 1950-51 *Bulletin of Information and Sample Tests* has been distributed to schools and colleges. The new *Bulletin* follows the pattern of the simplified 1949-50 edition.

For the first time, the names and addresses of the examiners, the college professors and secondary school teachers responsible for the Achievement Tests, are listed with the sample questions. Formerly, they were listed only in the *Annual Report of the Director*. Teachers who have questions or suggestions are encouraged to write directly to the examiners.

Sample questions for the Scholastic Aptitude Test include a reading-comprehension

question. The printing of vocabulary items as samples in earlier *Bulletins* had given some readers the impression that the test was largely or even wholly composed of these items. Actually, the balance is in favor of the comprehension items.

In anticipation of possible changes in the college-choice rule, all information about it was taken out of the *Bulletin* and put into the application form. The information in the *Bulletin* about reports to colleges is therefore accurate. A note of explanation will be mailed with the December application blanks (see p. 153 for action on rule).

A simplified College Entrance Examination Board application form has been worked out jointly by the Board and the Educational Testing Service. The new form will be used experimentally at the December series. If it proves successful, it will be used regularly for the March series and thereafter. The old form of application will be used for the January series while the success of the new form is being studied.

Data on use of test scores in 49th *Annual Report*

New and useful data for interpreting test results are a feature of the 49th *Annual Report* of the Director, Frank H. Bowles. Recently mailed to schools and colleges, it is available at the Board's office in New York.

The new section of the *Report*, prepared by Dean Henry S. Dyer of Harvard, tabulates candidates for different types of colleges—men's, women's and coeducational; liberal arts, engineering, and scientific; independent and public—according to their scores on the Board's tests. The tables make it possible for a counselor to tell a student who has taken the tests the per cent of

candidates receiving a lower score. For example, the counselor can tell him whether his scores are better than 75 per cent of the applicants to men's liberal arts colleges or only better than 25 per cent of the applicants. There is a similar table for preliminary (junior year) candidates.

Another part of the same section will be particularly useful to admissions officers. It explains a simple method of computing the validity of the high school record, tests, and other data used for the prediction of college success.

New study of SAT, plans for General Composition Test

Two major research projects were recommended by the research committee and authorized by the executive committee at their fall meetings.

The first study, to begin at once and expected to take three years, is designed to determine whether the Scholastic Aptitude Test can be made an even better predictor of college success than it now is. An important phase of this research will be an attempt to devise new item-types in close conformity with the educational objectives of teachers. The study will be conducted by the research department of the Educational Testing Service, in cooperation with Dean Henry S. Dyer of Harvard, who will act as consultant on behalf of the Board.

The second study will consist of pretesting, administering, scoring, and analyzing the new forms of the experimental General Composition Test, an essay test tried on a small scale for the first time last year. The administration will take place in the spring of 1951 at a sample of public and independent schools. It is expected that one form of

the test will be made available to interested schools not taking part in the experiment.

New forms of the experimental essay test were prepared during the summer by Dr. Earle G. Eley of the University of Chicago and are now undergoing revision by Dr. Eley and Dr. Paul Diederich of the Educational Testing Service. In its present form the General Composition Test is a three-hour "structured" examination designed to give an examinee an opportunity to demonstrate his ability to organize information and to write about it.

The test is under the general supervision of a committee composed of Frank D. Ashburn, Brooks School, North Andover, Mass., Matthew P. Gaffney, New Trier Township High School, Winnetka, Ill., Edward S. Noyes, Yale University, Herbert W. Smith, Francis W. Parker School, Chicago, Ill., and Louis C. Zahner, Groton School, Groton, Mass. The new examination will be read and scored in June 1951 in Princeton. The readers will be under the direction of Arthur Mizener, Carleton College, Alan Blackmer, Phillips Academy, Andover, and Frances Ellison, Francis W. Parker School. Dr. Eley is working with both groups on problems of test construction and scoring.

Science tests to be studied by newly formed committee

The Board's science tests will be reexamined this year. At the instigation of the committee on examinations a sub-committee on science testing has been appointed for this purpose. The members of the committee are Dr. Finla G. Crawford, Vice-Chancellor, Syracuse University, chairman, Dr. Alexander Efron, Stuyvesant High School, New York, N.Y., Dr. Phillippe Emanuel Le Cor-

beiller, Harvard University, Dr. Morris Meister, Bronx High School of Science, Bronx, N.Y., Dr. Leo Nedelsky, University of Chicago, Professor Eric M. Rogers, Princeton University, and Professor Richard M. Sutton, Haverford College.

Although the examiners in biology, chemistry and physics meet each year to prepare new tests, the committee on examinations asked for the appointment of a new group to study all these tests, as well as the Pre-Engineering Science Comprehension Test and the Spatial Relations Test, in the light of new developments in science teaching and testing.

The new group will also consider the problems raised by the March administration of tests in one-year science subjects.

Special service fee for late and extra reports up fifty cents

The College Board has been forced to raise the special service fee for extra and late reports from \$.50 to \$1. However, the Board will continue to issue up to three score reports requested before the close of registration at no extra cost. Candidates who list on their application for examination one, two, or three colleges to which reports are to be sent will not be affected by the rise in the special service fee unless they later ask that reports be sent to other colleges.

There will be no general rise in examination fees. The Scholastic Aptitude Test and the College Transfer Test (formerly the College Ability Test) will remain at \$6, the afternoon Achievement Tests at \$8, and the combined program of SAT and Achievement Tests at \$12.

The change in the special service fee for reports takes effect immediately.

Regional meetings to replace spring 1951 New York gathering

Instead of its customary April meeting in New York, the Board will this spring hold several regional meetings of its member colleges. Public and independent schools and non-member colleges in each region will be invited to send representatives.

The regional meetings will give the members an opportunity to discuss among themselves, and with the secondary schools, the problems of school and college relations in their areas.

A mid-west meeting in Evanston and a southern meeting in Roanoke are now planned for early in March. The exact dates of these meetings and plans for other meetings will be announced later.

The chairman of the committee for the meeting at Evanston is Mr. William Selden of Northwestern University.

Arrangements for the Roanoke meeting are being made by Dean Henry Grattan Doyle of The George Washington University and Mrs. Bernice D. Lill of Sweet Briar College.

Bacon to visit west-coast public, independent schools

Francis L. Bacon, Board representative-at-large, professor at the University of California and former superintendent of schools in Evanston, Illinois, will visit secondary schools on the West Coast this year on behalf of the Board.

The spread of College Board membership and test use to the West Coast has made it advisable to extend the work of interpreting the tests and their use.

CEEB—The First Fifty Years

Claude M. Fuess

Dr. Fuess is the author of The College Board, Its First Fifty Years, published by Columbia University Press on October 24. Best known as the headmaster emeritus of Phillips Academy, Andover, Dr. Fuess has written biographies of Daniel Webster, Carl Schurz, and Calvin Coolidge.

With gratifying fitness, the fiftieth anniversary of the founding of the College Entrance Examination Board corresponds with its transmutation, or rather with its partial reversion to type. Born with the century, it had a normal childhood and adolescence, with the usual growing pains. On coming to maturity, it faced some stormy and discouraging periods and actually in its thirties went into a temporary decline. In a period of national emergency, it revived and reached the zenith of its strength and influence. Then by a renunciation very rare in any such man-made organization it willingly relinquished some of its most important functions and voluntarily transferred a large amount of its resources to the Educational Testing Service. Nobody can doubt, after perusing the annals of the Board, that its spirit has been magnanimous and altruistic.

The College Entrance Examination Board originated in the East, with Charles William Eliot and Nicholas Murray Butler as its creators and fostering parents. It was conceived as a result of agitation by some of the "traditional" colleges and in protest against a disorder which often approached chaos. At certain times in the past its attitude, observed from the viewpoint of the rest of the country, has been supercilious—unintentionally so, of course, but nevertheless "high hat." We shall have to admit it. Other sections were justified in feeling that it had been founded by Eastern colleges for their own specific purposes. Only its informality and evident unwillingness to pontificate won it toleration

from educators beyond the Alleghenies. Centered in New York City, it was out of touch with the vast territory west of Pittsburgh. It could not be snubbed, for it was seldom aware of being ignored.

Eventually, however, it gained the respect even of those who had at first disregarded it. It is not easy to estimate precisely its impact on American education; but it seems clear that its high standards, adopted early and never intentionally lowered, did impress even institutions which could not afford to accept them. Very few college heads were favorably disposed towards any instrument of educational regimentation, even when backed by Harvard and Columbia. They were aware that there were certain values in our almost infinite variety—values which ought to be preserved. But they also noticed, as time went on, that the Board was not averse to novelty. It showed no signs of ossification. Indeed when it seemed likely to become "sot" in its ways, along came somebody to stir it up and suggest dangerous ideas. Furthermore it was extremely sensitive to criticism and tried its very best to correct its blunders. Its leaders displayed curiosity, flexibility, and resourcefulness, thus avoiding the perils inherent in established conservatism.

BOARD SET STANDARDS

If its direct influence was limited in range, it was nevertheless important. The formation of the Board opened a new epoch in the relationship between colleges and schools and consequently in the development of American secondary education. Before very long it was virtually forced to set standards, first for examination and then, by implication, for instruction. Its tests shortly were regarded as scaling instruments by which the efficiency of schools, and also of in-

structors, could be measured. Teachers are constantly seeking some kind of norm by which their quality and achievement can be estimated. This norm the College Entrance Board provided for those who desired it.

While the Board remained a small, informal group in which everybody knew everybody else—his idiosyncracies and passions and prejudices—its meetings had only limited publicity and outsiders paid little attention to it. The gatherings of its examiners and readers in New York City obviously provoked and encouraged an interchange of ideas; but the members talked the same pedagogical language, and disagreements were rare and unimportant. It was still parochial and largely sufficient unto itself.

COMPREHENSIVE EXAMINATIONS TRIED

Even the various interesting experiments with Comprehensive Examinations and what was called the "New Plan" concerned relatively few colleges and did not strike deep into the roots of American education. But when the Board became excited about "Intelligence Tests," the situation changed. Many of the acknowledged leaders in this field were from institutions outside the existing scope of the Board. It is true that Thorndike was from Columbia and Brigham from Princeton; but Walter Dill Scott was from Northwestern, Walter V. Bingham was from Pittsburgh, and Terman was from far-off Stanford. Before very long universities like Chicago and Iowa were in the forefront of the investigations, and the Board's specialists were in open competition with scientists who knew their stuff. Fortunately the Board throughout that controversial period preserved its objectivity, avoided fanaticism, and retained the virtues of an Open Forum, where differences of opinion could be debated. As a consequence, its prestige was ultimately heightened.

The program of the Progressive Education Association, involving the admission of first-rate scholars to college by certificate, was doubtless not originally intended as an attack on the Board, but the results seemed likely at one time

to shake its very foundations. With hundreds of the ablest secondary school students being admitted to college without formal examination, the function of the Board seemed likely to diminish in importance. If there are no examinations required for college admission, what is the use of a College Entrance Examination Board?

Meanwhile, however, the Board's Scholastic Aptitude and Achievement Tests in practical operation were winning the respect of liberal-minded educators and the favor of college admissions officers. Wise new Board officers, headed by Carl C. Brigham and George W. Mullins, faced the crisis and responded to the modern mood. Thus the rehabilitation of the Board had actually taken place gradually but decisively some years before the demands of war brought about its sudden miraculous expansion. In the early stages of the conflict the Board itself was tested as few such organizations have ever been, and its reputation became national. It has many reasons for looking back with satisfaction on that crucial era, when it had to move fast and far to keep up with the demands of the Army and Navy.

TESTING SERVICE FOUNDED

After that experience, anything was bound to be an anticlimax. It might have been feasible for the Board to utilize its expanded facilities for useful ends in a civilian society; but it had already departed far from its original chartered course, and some of its sanest advisers counseled an unostentatious return to "normalcy." The opportune suggestion of a separate Educational Testing Service on a broad scale was at first startling, especially since it involved a considerable sacrifice of money and authority by the Board. But the Board had been formed for specific purposes and had no selfish motives. Its object from the beginning had been the promotion of good relations between secondary schools and colleges; and if this end could be achieved, it made little difference whether the Board had complete autonomy or even whether it functioned at all. The Board's representatives

studied the proposal and reached the conclusion, although not unanimously, that on the whole the idea of an independent Educational Testing Service was good. The idea was made a reality. So far the Board has not regretted its decision to give the ETS its support.

As events turned out, the Board emerged from the relinquishment of its laboratory functions with still a recognized reason for continuance. It has voluntarily abandoned the machinery of making and giving tests; but it seems still to offer a service which is acceptable, even indispensable, to many good colleges, and its clientele has increased, and is increasing, to a degree which its founders could not have predicted.

CLEARING HOUSE FOR IDEAS

The Board began as the creation of certain Eastern colleges and was adjusted to their particular needs. If at any time they had completely abandoned it—as was done to some extent while the Eight-Year Plan was in operation—it was doomed to perish in inanity. But more and more, and especially since the close of World War II, it has called leaders on the secondary level to its councils, with the result that it has quietly become a clearing house for ideas in education for junior colleges and high schools as well as for colleges and universities. The executives of the Board have been content to let the trend continue, “doing what comes naturally,” without any pro-or-con propaganda from the central office. Furthermore even institutions which seldom use the Board examinations are evidently interested in its program. The list of colleges and universities now sending representatives to the meetings would indicate that the danger of provincialism is over.

BOARD OPERATES DEMOCRATICALLY

The plan of its organization prevents the College Entrance Examination Board from being predatory or domineering. It operates, of course, through committees, like Congress, but these committees have no mandate to make changes. Whatever policies are approved by the execu-

tive committee must be scrutinized by the full Board, in accordance with the democratic process; and the temper of the assembled representatives has more than once acted as a check on the executive committee.

PROCESS OF EVOLUTION

What has just been said applies unquestionably to the modern College Entrance Examination Board. But there is no artificiality in setting off its first fifty years as a period belonging essentially as well as chronologically by itself. So far as its broad philosophy is concerned, the Board has altered very little; but changes have come, and will come, from year to year in the manner of carrying out its aims. Some strong personalities who helped to determine its destiny have gone, through retirement or death, and new leaders, no less able, have taken over the responsibility of guiding its deliberations. All this is an inevitable phase of historical evolution.

END OF A CHAPTER

Furthermore, when the Board in a mood of immolation helped to establish the Educational Testing Service, it fixed arbitrarily the End of an Era. Those who met for the celebration in October are really turning the final page of the first chapter of a history—a chapter which, although part of a larger and longer volume, may be regarded as well-rounded and complete in itself, with its own plot and scenery and *dramatis personae*. This chapter can be considered alone, on its merits, and pronounced weak or strong, dull or picturesque, on the basis of recognized criteria. There will be those who look back at it with feelings of nostalgia, even of sentimentality, remembering the lovable men and women whom they knew and the intimacy of their relationship. There will undoubtedly be some who feel that its accomplishments have been overpraised. But it will seem to many intelligent observers that it fulfilled a steadying function at a dubious moment in American education; and there are not lacking those who believe that ahead of it lie new adventures and achievements.

ETS—The First Three Years

Henry Chauncey

On May 1, 1948, Henry Chauncey resigned as Director of the College Board to devote himself exclusively to the presidency of the newly established Educational Testing Service. Mr. Chauncey reports on the first three years of this non-profit organization devoted solely to testing.

If the famous "Committee of Ten," the founders of the College Entrance Examination Board, could visit us a half-century later, they would no doubt be surprised. For in the late years of the last century, testing was in its infancy. Science had just become interested in individual differences in mental abilities. Cattell had begun to apply mental tests to students at Columbia. Jastrow was administering tests to volunteers at the Chicago Columbian Exposition of 1893. In France, Binet was experimenting with his earliest tests.

The founders of the College Board and their successors have participated in a great era of testing achievement. Testing has become a recognized science, poised at mid-century on the threshold of even greater accomplishment.

Were Charles Eliot, Nicholas Murray Butler, or others of the "Committee" to be here today, it would be a source of pride to them to review the progress of the College Board.

The signs of accomplishment are numerous. Membership of the Board has grown from 12 colleges in 1900 to 125 today. The long essay-type examinations have been replaced for the most part with short objective examinations even more predictive of college success. Formerly over 40 in number and spread over a week, the examinations are now consolidated into fewer and broader tests, and given in a single day. Most important, the public and independent secondary school students can now compete on an equal basis when they take entrance examinations for college. No longer is there a required

syllabus or a published set of past examinations to dictate the content of secondary school curricula.

Perhaps one of the most convincing demonstrations of a half-century of progress would be the introduction of our visitors to an organization devoted solely to testing—a concept which could have been only a dream a half-century ago. Such an organization is Educational Testing Service, the testing "arm" of the College Entrance Examination Board and heir to much of its fifty years of testing experience.

Educational Testing Service is an unusual organization. Contrary to the usual biological laws, it was born of a triple union—the College Entrance Examination Board, the American Council on Education, and the Carnegie Corporation and Foundation. At about this time three years ago, the officers of these organizations were considering the recommendations of a Committee on Testing which had been appointed in 1946 by the President of the Carnegie Foundation, with President Conant of Harvard as chairman. This committee had reported that "continued overlapping in the work of the large non-profit agencies was likely to impede the scientific development of testing," and had recommended that the testing functions of the various agencies be combined, continued, and expanded. In November, 1947, a workable plan was accepted by all parties for the merger of their testing activities, and immediate steps were taken to put it into effect.

STRONG TESTING AGENCY

What were some of the hoped-for accomplishments of this important merger? Above all, it was believed that one strong testing agency could make a greater contribution to education than several smaller agencies. It was hoped that

the various tests and testing programs then being offered could be coordinated, that new tests could be constructed in neglected areas, and that better advisory services could be provided. It was believed, too, that a well-established, single testing agency would be able to sponsor a broader program of research in testing than had previously been possible for smaller organizations. It might have been added that such an agency would be better able to serve the government in time of emergency, as we hope we shall be able to do in the days ahead.

REORGANIZATION AND CENTRALIZATION

Educational Testing Service's parent organizations gave more than their blessing when, on January 1, 1948, operations began in what had been the College Board Princeton offices. Capital, equipment, test questions, and above all, experience were contributed by each of the sponsoring groups. In large measure the College Entrance Examination Board was responsible for the successful launching of the new organization, particularly since many systems and procedures developed over a period of years by the College Board have been found to be most suitable in the expanded activities of Educational Testing Service.

Perhaps the most obvious accomplishment of ETS during the past three years has been its physical reorganization and centralization. A modern office building in Princeton, New Jersey, well-adapted for the varied activities, operational and professional, of ETS, now houses projects formerly conducted in three offices. Three diverse testing groups have been reorganized into one functional organization. The Cooperative Test Service of the American Council on Education, formerly in New York, became the Cooperative Test Division of ETS. The Graduate Record Examination was moved from offices in New York to join the College Board and other programs already centralized in Princeton.

A relatively uncomplicated organization was developed, consisting of operating divisions in

Test Development, Statistical Analysis, Research, Test Administration, Personnel, and Business Management. Project directors were added to the staff to provide close liaison with the sponsors of the various programs, including, besides the College Board Examinations and the Graduate Record Examination, the Law School Admission Test, the Medical College Admission Test, National Teacher Examinations, the Pre-Engineering Inventory, the entrance examinations for the Military, Naval, and Coast Guard Academies, the Atomic Energy Commission fellowship selection examinations, and the Foreign Service Examinations of the Department of State. In addition, several smaller projects have been undertaken, including the Knights of Columbus Scholarship Program, the Preliminary Actuarial Examinations, and the New York State Medical and Dental Scholarship Testing Program.

ETS modified its administrative procedures and many of its programs to a large extent along the lines of experience developed in the College Board examinations. It carried over to other programs the College Board belief in close cooperation with the users of tests in establishing policy and with teachers in the preparation of examinations. This cooperation, which was also emphasized by the Cooperative Test Service (as its name implies), is reflected in every ETS achievement test given in American schools and colleges today.

EDUCATORS PARTICIPATE

At the present time more than sixty committees are concerned with the development of ETS examinations. Nearly 300 educators have participated in their preparation during the past year.

In recent months the Test Development Department has edited and published 36 Cooperative Inter-American Tests, originally prepared by Professor H. T. Manuel at the University of Texas. This extensive series of parallel tests in English and Spanish should be of great usefulness in certain sections of the United States and

in Latin America. The preparation for publication of Inventories of the Cooperative Study in General Education and of evaluation instruments of the Progressive Education Association's Eight-Year Study have also been active projects in this department. In all, 638 new tests have been developed at ETS since its beginning.

Occupying a less spectacular yet very important role in the activities of ETS is the Statistical Analysis Department. The duties of this department are varied and are related to almost every operating and research project of the organization.

PROGRAM OF RESEARCH

The broad program of research envisioned by the founders of ETS has been launched during the past two years. For the most part, research projects have been selected with regard to whether they would advance test theory, improve testing techniques, lead to new test development, or benefit existing tests and testing programs. Timeliness has been another.

The research program at ETS is comprehensive in its approach, but it is not necessarily tightly knit. Its general objectives are improvement in the prediction of man's behavior through knowledge of the factors involved, and improvement in educational processes. An example of one of our specific long-range research goals is the development of a comprehensive system of evaluating progress toward the objectives of education. A substantial beginning in developing such a program has been made. What are the elements of good citizenship? What factors influence good or bad "social adjustment"? How do you teach students to think? All of these questions are involved in the broad objectives of education for which measurement instruments are needed. We are already hard at work on these problems.

A means of satisfactorily measuring aspects of the personality of individuals, using group techniques, is another goal of ETS. Reliable measures of personality would be of great usefulness in educational guidance and selection, but proved

tests have not as yet been satisfactorily established, particularly those that can be administered to groups as well as individuals. Several research projects in personality have been inaugurated at ETS, and many exploratory techniques are being tried.

The scope of operations of the Test Administration Department of ETS is in itself indicative of the progress that has been made since the merger. Last year, 145,000 candidates were tested for college, graduate school, and specialized school admittance. For these groups the Test Administration Department received and processed individual applications, assigned candidates to 4,300 testing centers, issued tickets of admission, received and accounted for fees, and furnished one or more score reports for each candidate. This department supervised the release of almost 850,000 pieces of material about the various testing programs to 97,000 institutions and individuals during the same period—a large operation, and doubly difficult because of the high degree of personalization involved.

EMPHASIS ON INDIVIDUAL

ETS attempts never to lose sight of the individual. Is this a test of something he should have learned? Does the question fairly test a particular ability? Are the testing conditions the same for everyone? Only in statistical computations is the individual even temporarily lost sight of. The large figures cited earlier are presented to show the impact and importance of testing in American education. Concurrent with the merger and the growth of our testing activities, there has been increasing realization of the importance of the individual in every test we prepare or administer. The organizations for whom we test feel this concern too. Every effort is made to measure fairly and accurately what the candidate has had an opportunity to learn, his capacity for higher level achievement, or his suitability for occupational or educational choices.

Established as a non-profit educational organization, Educational Testing Service has

(Continued on page 167)

The Future of the Board

Frank H. Bowles

The Director of the Board looks at the secondary school and college scene and ventures to predict the course of testing as the Board enters its second half-century. Mr. Bowles' remarks are reproduced from his 1949 Annual Report.

It is time for the Board to consider its future in terms of probable developments in secondary and higher education. Here there are very real judgments to be made and plans to be worked out, for there are now operating in education important forces for change.

The most important present force for change is the concept of general education. The phrase itself means many things to many people. It has been invoked with equal facility in eloquent defense of established programs and in rosy forecast of the benefits of programs yet to be tried; but the concept, expressing urgent belief that education must be specifically planned to offer both breadth and depth of knowledge, is today a compelling one in educational planning. The word "today" is used advisedly, for there have been other concepts and other standards. "German thought, method, honesty, and even taste," to quote from Henry Adams' description of Harvard College in his undergraduate years, was such a concept a hundred years ago, and before that the same institution had lived by another concept, described by Van Wyck Brooks in *The Flowering of New England*:

The object of study was to form the mind, but this was to form the character, and Massachusetts knew what its character was and took a certain satisfaction in it. . . . A clear, distinct mentality, a strong distaste for nonsense, steady composure, a calm and gentle demeanor, stability, good principles, intelligence, a habit of understatement, a slow and cautious way of reasoning, contempt for extravagance, vanity, and affectation, kindness of heart, purity, decorum, profound affections, filial and paternal. . . . This was the type and almost the only type, the curriculum of Harvard contemplated. Whatever studies favored its formation, whatever were the best ways to form it, these were the ways and the studies that Harvard knew.

These are concepts which have yielded to their successors with changes in intellectual climate until the present ascendancy of general education has brought about a reshaping of methods of presentation of the materials which are now the basis of the college curriculum. These materials, for many years labeled English, History, Economics, Foreign Language, Philosophy, Psychology, Science, and Mathematics, and presented by instructional task forces known as departments, are today being broken down into new groupings called by such titles as Humanities, Communications, Social Sciences, Physical Sciences, Natural Sciences, and Life Sciences, and presented by teachers drawn from several departments in a kind of academic "combined operation." Parenthetically, it may be noted that some of these combined operations have been harried by interdepartmental difficulties in the same manner that military combined operations are often plagued by interservice feuds.

PROGRESS OF GENERAL EDUCATION

The general education concept, having taken hold in the higher institutions, has, be it noted, continued its progress into the secondary schools. The extent of its progress cannot be measured in terms of course titles. The progress has been a gradual one, starting with reductions in the number of traditional subjects required for graduation and, simultaneously, an increase in the offerings of electives, occasionally such startling ones as Auto Driving, Puppeteering, Radiobroadcasting, and others that would seem to be peripheral, not central to the purpose of a secondary school. The process has continued with the same breaking down and realignment of courses that is now taking place in colleges.

Although it has not yet happened, it is reasonably certain that on a day in the not-too-distant future an applicant will present to a startled ad-

missions officer a record showing Communications (in place of part of what is now taught as English); Humanities (in place of the rest of English and foreign language); Tools of Learning (in place of Mathematics and laboratory experience); Science in Our Culture (in place of Physics and Chemistry); and, of course, Social Studies (in place of History). This is an extreme example of the concept carried to a final, or as some would say, an absurd conclusion, but it will serve to demonstrate the kind of approach to secondary education that has already taken firm hold in some parts of the country.

CHANGES IN METHOD

It is to be understood, of course, that acceptance of the general education concept cannot be measured by changes in course titles. It is change in method that is the controlling factor, and it is change in method that will affect the future of the Board. Where general education has taken hold firmly, subject-matter entrance requirements and subject tests are bowing out.

This is an obvious development since subject requirements including subject-matter tests were established to measure readiness to continue, in college, work that had begun in secondary school. In other words, requirements and tests were the cement that bound together the college and the secondary school. Aptitude tests, when they came into use, came as supplements to requirements and subject-matter tests because they were found to measure readiness by extrapolation. However, when the concept of general education is applied to college entrance procedures, the questions asked of the entering student are directed to his aptitudes and interests, since these, rather than his specific preparation, will control his ability to carry his college work. In this situation, therefore, it is the aptitude tests which give the needed information and the subject-matter tests that contribute only to the extent that they measure aptitude by extrapolation.

In making the prediction that, given a continuance of present trends in education, aptitude

tests will become progressively more important and subject tests progressively less important, there is no intention to advocate or even indicate an eventual abandonment of subject tests. What is more likely to happen is a change in form which will see what are now subject tests becoming, in effect, tests of developed aptitudes. This statement is made on the postulate that any subject-matter test today measures the sum of three factors: first, basic aptitude for understanding and study of the subject; second, the extent of the development of that basic aptitude, or in other words, acquired skill in the use of the aptitude; and, finally, specific results of the training in terms of knowledge of the subject. It follows then, that the transmutation of existing subject-matter tests will be largely a matter of increasing emphasis on measurement of depth of understanding and ability to apply knowledge of principles to solutions of problems, and of decreasing emphasis on measurement of knowledge of specific details.

If these speculations prove to be valid, it may well be that one of the Board's next tasks will be to expend time, effort, and money on further research into aptitude testing with particular attention to a study of the factors that make for success in particular subject fields and the manner in which the development of these factors can be measured and the measurements standardized for use in guidance, selection, and placement.

NEW FORMS OF HIGHER EDUCATION

Another important development in higher education is widespread acceptance of the concept that all must have a chance to continue schooling beyond the secondary level. This concept has already had its very important effects in the founding in recent years of junior colleges, technical institutes, specialized programs attached to existing institutions, and, more recently, the newly popular but still undefined community colleges, all offering instruction above the secondary level, but many offering forms of instruction new to our colleges.

With acceptance of this concept has come acceptance of its alternative statement—to each a higher education in accordance with his abilities—and with acceptance of this, there must come acceptance of appropriate entrance procedures. The form that these entrance procedures will take ultimately is not to be determined from the present admissions practices of these institutions, for they, like most institutions in their early stages of development, have few entrance requirements and are generous in their enforcement of those they have. However, since most of these emerging institutions aim to develop skills and motivations, it seems safe to venture a prediction that their entrance requirements will eventually be couched in terms of aptitudes and interests. Here again, clearly, is a call for the development of tests of specific, defined aptitudes and of the extent to which they have been developed. Also, be it noted, there is an apparent need for tests to deal with motivations and interests, a form of testing which presents all of the usual test construction problems, plus a group of problems all its own.

As a third (and, for this report, final) development in secondary and higher education, it is necessary to mention the renaissance of interest in guidance. The term “renaissance” is used advisedly because much current interest has been stimulated by the discovery, stemming directly from the performance of G.I. students, of the tremendous effect that motivation and interest have on college success. This discovery has been parent to the conviction that a large percentage of college failures today could have been avoided had the student’s interests and motivations been correctly determined before his assignment to a program. Here, clearly, is a problem which calls for the construction of a form of test distinct from any now regularly employed in college testing—a form which is already known to be difficult to construct and to yield results that to date are only moderately satisfactory with respect to validity, reliability, and broad usefulness.

This discussion of the future of the Board has,

in effect, said that this future rests upon the Board’s ability to supplement its present aptitude tests with additional tests yielding reliable measures of ability to work in specific fields, and to develop generally usable tests of interest and motivation. This may, to some, seem a sudden conjuring up of a large and not particularly attractive stage setting, but the assurance must be accepted that here is no magic, used or intended. Instead, here is the presentation of a problem. The problem is an old one for the Board—whether to face toward the past and to throw its considerable weight into the maintenance of traditional requirements, or to adjust its plans to changes and developments as it sees them in the future.

ETS—The First Three Years—(Continued)

been able to improve its facilities, increase its research, and add to its staff, yet has managed to keep testing fees at a reasonable level. The cost of testing, however, remains a concern of ETS. Constant efforts are being made to increase efficiency and to reduce fees for tests and services. In a period of rapidly rising costs, this has been a difficult problem. Supplies and equipment are increasingly expensive. Salary schedules have had to be attractive to qualified administrators, statisticians, and research and test development personnel. Fortunately in this respect, the challenge and opportunity of Educational Testing Service have proved to be appealing supplements to pecuniary considerations.

At the time of the merger, a specialist in industrial reorganization commented that it would take three to five years for Educational Testing Service to accomplish the physical merger and reach the desired efficiency. Then, that seemed like a more than generous allotment of time. Our own rosy-hued estimate was one year. Now we see that our optimism was incompatible with the realities of consolidation. We are pleased, however, that we are achieving an integrated organization well in advance of the prediction of the specialist.

Board Publications

Annual Report of the Director, 1949. Description of Board activities, lists of members, examiners, readers. Contains a new section, "Data for Interpreting the Tests." 84 pages. \$.50.

Bulletin of Information and Sample Tests. Advice to candidates and parents, dates of examinations, registration and fees, description of tests, sample questions. 56 pages. Free.

College Board Review. News and research of the College Entrance Examination Board. Subscription: one year, \$.50; two years, \$1. Hard-covered, looseleaf binders for the *Review* stamped in gold leaf are available at cost, \$2.

Handbook, 1949, and Supplement, 1950. Terms of admission to the member colleges. 266 pages (*Handbook*); 112 pages (*Supplement*). \$1.50.

The College Board, Its First Fifty Years. By Claude M. Fuess. "The full story of the College Entrance Examination Board's contribution to twentieth-century education in America." Published by Columbia University Press, New York, 1950. 224 pages. \$2.75.

School Lists. Mimeographed lists of public and independent secondary schools sending an appreciable number of candidates to the Board's examinations. 9 pages. Free. Order from the Secretary, College Entrance Examination Board, 425 West 117 Street, New York 27, N. Y.

Dates, Tests, Fees: 1950-51

EXAMINATION DATES

December 2, 1950
January 13, 1951
March 10, 1951
May 19, 1951
August 15, 1951

EXAMINATION PROGRAMS*

Morning Program

Scholastic Aptitude Test
(Verbal Section)
(Mathematical Section)

Afternoon Program

Achievement Tests

(a maximum of three afternoon tests)

English Composition	Spanish Reading
Social Studies	Biology
French Reading	Chemistry
German Reading	Physics
Greek Reading	Intermediate
(March only)	Mathematics
Italian Reading	Advanced
(March only)	Mathematics
Latin Reading	

Aptitude Tests

Pre-Engineering Science Comprehension
Spatial Relations

EXAMINATION FEES

Morning Program and	
Afternoon Program	\$12.00
Morning Program only	6.00
Afternoon Program only	8.00

* For information concerning the College Transfer Test, see p. 155.

